

CTE Standards Unpacking
Principles of Public Management & Administration

Course: Principles of Public Management & Administration

Course Description: Principles of Public Management & Administration introduces students to the knowledge and technical skills of working in public service and serving the general public in a government or public administration career.

Career Cluster: Government and Public Management and Administration

Prerequisites: Civics (04161) and/or US Government Comprehensive (04151) prerequisite or co-requisite

Program of Study Application: Principles of Public Management & Administration is a first-level pathway course in the Government & Public Administration career cluster, Public Management and Administration, Regulation, and Revenue & Taxation pathways.

INDICATOR #PPMA 1: Students will examine the management and administration of public resources.		
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Differentiate theories of public management and administration.		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Define and differentiate between public goods and services (e.g., national resources, national defense, and other public goods) and private goods and services (clothing, cars, and similar goods typically considered to be private in nature).		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Investigate theories as to why the government or the private sector is better suited to provide specific goods or services.		
SUB-INDICATOR 1.4 (Webb Level: 4 Extended Thinking): Determine cause and effect of privatization of goods and services.		
Knowledge (Factual): <u>-Classical Public Administration Theory</u> -Traditional Managerial Approach/Woodrow Wilson -Ideal Type Bureaucracy/Max Weber -Scientific Theory /Frederick Taylor <u>-New Public management theory</u> -Human Relations Approach	Understand (Conceptual): -Similarities and differences between function performed by government and private enterprise - Government is obligated to adhere to the Constitution, serve the public interest, and recognize sovereignty. -Government is constitutionally and ethically required to: be transparent, be representative, long-term plan, uphold the public	Do (Application): -Write a position paper explaining the pros and cons of privatizing national parks -Use public administration theory to evaluate the Department of Motor Vehicle (DMV) in your town -Debate the environmental impact of public planning in regards to local issues (e.g. wind farms, hog

<ul style="list-style-type: none"> -Leadership -Motivation -Systems Approach - <u>Postmodern public administration theory</u> -Network Organization -Ecology of Organization -Organizational Culture Perspective -Feminist Theory -Critical Theory -Public good and private good -Public sector and private sector 	<p>trust, and be committed to public values.</p>	<p>operations, etc.)</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> Write a case study about recycling in your hometown. Should recycling be a public service or a private enterprise? In your analysis explain what various theories of public administration say about this question? Develop a plan to improve the function of your city's public library. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Social Studies: K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</p> <p>Oceti Sakowin Essential Understandings: PK-12.OSEU.1.4 Identify and explain contemporary environmental issues facing Oceti Sakowin lands.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Write a paper that compares how natural resources (timber, coal, oil) are managed in nations with command, market, and mixed economies. (K-12.E.4, PK-12.OSEU.1.4, 9-10.W.2)</p>	

<p>ELA:</p> <p>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
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<p>INDICATOR #PPMA 2: Students will analyze and summarize systemic relationships among government and the service of public administration in achieving the public will.</p>		
<p>SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Research and outline philosophies of government stewardship in public management and administration.</p>		
<p>SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Defend an argument that public administration systems/agencies of government are designed to administer laws and policies developed through the legislative or executive branches of government.</p>		
<p>SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Compare and contrast organizational similarities and differences among national, state, and local governmental and public administrative systems/agencies and private sector providers.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Agency Theories (Theory of Managerial Behavior, Principal-Agent Model) -Stewardship Theories (Principal-Steward Model) -Management Tools (monitoring, trust, reputation, incentives, and sanctions) -Types of organizational design (vertical, horizontal, matrix, and divisional) -Definition and examples of Bureaucracy 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Different governmental entities (national, state, and local) require different administrative systems -The interdependence of national, state, and local administrative systems and agencies -Culture influences national, state, and local governmental stewardship -Tension between agency autonomy and democratic accountability 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Trace the creation and administration of governmental policies (e.g. environmental protection, infrastructure development, etc.) -Illustrate the connections and communications between different local governmental agencies -Identify and explain the role of several private sector providers

	<p>-Agency goals and mission determine the most appropriate mode of formal organization</p> <p>-In addition to managerial considerations (efficiency, effectiveness, and economy), politics and law also constrain options in public administration</p> <p>-Best practices for board governance</p>	<p>-Debate the pros/cons of national versus state (local) standards and mechanisms for environmental protection, public education, legalization of marijuana, etc.</p> <p>-Role play a public administrator tasked with carrying out a specific directive from a legislative or executive body</p>
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Benchmarks:

Students will be assessed on their ability to:

- Write a letter to the editor in regards to the actions of state or local agencies.
- Map out the functions of a government agency and identify which functions should only be fulfilled by government, which could be delegated to business, and which could be shared.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

Social Studies:

K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions.

Sample Performance Task Aligned to the Academic Standard(s):

-Based on a topic of interest (e.g. the environment, consumer protection, homelessness, etc.), create an model (graphic, physical, or verbal) that illustrates the connections between private, local, state, and national agencies according to their perceived effectiveness. **(K-12.E.4, 9-12.C.3.5, PK-12.OSEU.1.2, 9-10.W.9)**

<p>ELA: 9-10.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>INDICATOR #PPMA 3: Students will defend how basic rights of American citizens have influenced policy making in United States government.</p>	
<p>SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Compare and contrast the rights and duties of citizens at the local, state, and national levels by consulting specific government legislation and related texts.</p>	
<p>SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Differentiate the terms: laws, policy, governance, regulation, domestic policy, and foreign policy.</p>	
<p>SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Cite examples of how civil disobedience has influenced policy making in the U.S.</p>	
<p>SUB-INDICATOR 3.4 (Webb Level: 4 Strategic Thinking): Identify assumptions, purpose, outcomes/solutions, and communication techniques from government agencies in relation to both historical and contemporary issues.</p>	
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Definitions of terms related to this course of study (laws, policy, governance, regulation, domestic policy, foreign policy, etc.) -History of civil disobedience within the United States -Communication techniques of government agencies -Iron Triangle (Congress, Interest Groups, Bureaucracy) 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -How the actions of a person or group of people can influence decisions made by a governing body. -The importance of the differences and similarities in the terms outlined in the course (laws, policy, governance, regulation, domestic policy, foreign policy, etc.). -The significance of lobbying and public opinion on policy making. <p>Do (Application):</p> <ul style="list-style-type: none"> -Choose an example of an act of civil disobedience and debate how it influenced policy making/changes in America -Write letters to your local, state, and national elected officials about a topic of interest -Categorize attempts at civil disobedience throughout American history based on its type of disobedience
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Outline and critique a contemporary example of civil disobedience. • Create a timeline illustrating the use of civil disobedience and the change it brought about. 	

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Social Studies: K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.</p> <p>K-12.C.4 Students will understand the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise.</p> <p>ELA: 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Develop a plan of civil disobedience that would be initiated to try to effect change to a national law or policy of the students' choosing. (K-12.C.5, K-12.C.4, 9-10.W.4)</p> <p>-Write an evaluation of a contemporary movement in American life (e.g., Black Lives Matter) and hypothesize possible avenues to improve it. (K-12.C.5, K-12.C.4, 9-10.W.4)</p>

INDICATOR #PPMA 4: Students will investigate a variety of roles and occupations in the field of Public Management and Administration.		
SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Design a postsecondary career plan in a field of public management and administration.		
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Using data from a career exploration assessment, analyze personal results to a field in public management and administration.		
SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Demonstrate the application of professional practices and skills specific to government and public administration workplaces.		
SUB-INDICATOR 4.4 (Webb Level: 1 Recall): Identify and consider the common elements of a strategic plan such as mission statement, vision statement, goals, objectives, strategies, performance measures, and timeline.		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Elements of a strategic plan -Goals -Objectives 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Process and function of a strategic plan 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Take a career exploration assessment and analyze results

<ul style="list-style-type: none"> -Strategies -Technical writing skills <ul style="list-style-type: none"> -Mission Statement -Vision Statement -Performance measures <ul style="list-style-type: none"> -Timeline 	<ul style="list-style-type: none"> -Why mission statements and vision statements are important -How communication skills, written and oral, are important to careers in public management 	<ul style="list-style-type: none"> -Identify the responsibilities of employers related topics such as occupational safety and health -Create a career timeline of a public management and administrator in a nearby town or county
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Conduct internship with a Public Administrator. • Prepare a career profile for at least one occupation. Using print, online, and/or personal interview sources to capture at minimum the following: <ol style="list-style-type: none"> a. Job description b. Essential knowledge and skills needed for the career c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary d. Licensure and credentialing requirements e. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Social Studies: 9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue</p> <p>ELA: 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Research and create a portfolio for a project under consideration by a region or locality, paying close attention to the strategic plan, mission statement, vision statement, goals, etc. (9-12.C.5.1, 9-10.RI.6)</p>	

INDICATOR #PPMA 5: Students will review legal and ethical requirements to meet the public's expectations for government and public administration for your state.

SUB-INDICATOR 5.1 (Webb Level: 1 Recall): Examine the roles, contributions, and involvement in public administration for the development and maintenance of public infrastructure (i.e., education, taxation, etc.).

SUB-INDICATOR 5.2 (Webb Level: 1 Recall): Compose a list of services typically provided by local, state, and federal governments

SUB-INDICATOR 5.3 (Webb Level: 1 Recall): Identify the role of nonprofit organizations in providing services not available through government agencies.

SUB-INDICATOR 5.4 (Webb Level: 3 Strategic Thinking): Develop a logical argument that supports the legal and ethical requirements of limited government and personal privacy.

SUB-INDICATOR 5.5 (Webb Level: 2 Skill/Concept): Evaluate public disclosure laws as they relate to complying with open records requests.

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
<ul style="list-style-type: none"> -Public infrastructure -Services provided by differing levels of government <ul style="list-style-type: none"> -Local -State -Federal -Identify examples of nonprofit organizations and their services -Limited government -Personal privacy -Purpose of public disclosure laws 	<ul style="list-style-type: none"> -The impact of efficient and environmentally sustainable infrastructure -The role of federalism within an "average" resident's life -The importance of nonprofit organizations in the function of everyday life -The responsibility of a government to protect its citizens while allowing for personal privacy -The role of transparency within local, state, and federal governments 	<ul style="list-style-type: none"> -Critique government policies and laws based on their ability to protect personal privacy (e.g. Patriot Act, etc.) -Evaluate the role of specific nonprofit organizations within the student's region -Record examples of the protection of personal privacy found in local newspapers -Categorize taxation in terms of upkeep for specific pieces of infrastructure (e.g. municipal, state, and federal services)

Benchmarks:

Students will be assessed on their ability to:

- Observe a local governmental meeting and report back with observations specific to personal privacy and public disclosure

- Write a letter to local government official recognizing the adherence, or the lack thereof, of protecting personal privacy.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

Social Studies:

K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.

K-12.E.3 Students will analyze the ways government can impact the market.

Oceti Sakowin Essential Understandings:
PK-12.OSEU.2.1– Demonstrate knowledge of the Oceti Sakowin people’s understanding of the interrelationship of spiritual, physical, social and emotional health.

ELA:

9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including, a. figurative, connotative, and technical meanings.

Sample Performance Task Aligned to the Academic Standard(s):

-Research and create an infrastructure plan, along with a funding plan, for a region or locality, paying specific attention to community needs and cultural views. **(K-12.C.5, K-12.E.3, PK-12.OSEU.2.1, 9-10.RI.4)**

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- [Official State of South Dakota Government Website](https://www.southdakota.gov/)